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ABSTRACT

Guidelines are presented for conducting a workshop on the process of describing and documenting the implementation of bilingual programs. The workshop is part of the Bilingual Evaluation Technical Assistance project. After examining how to organize the workshop, the following aids are presented: a preworkshop preparation checklist; a sample room arrangement diagram; a workshop time schedule; and instructions for conducting the workshop, including the actual script. The workshop activities provide practice in distinguishing between implementation and outcome evaluation; identifying the descriptive and dynamic features of a program; identifying variables in the operation of a program that may influence program otcomes; and documenting program processes. Workshop materials include a list of factors involved in program dynamics, a list of questions to identify key program features for implementation evaluation, and a list of kinds of data useful in examining program dynamics. (SW)

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ED227674

Bilingual Evaluation Technical Assistance

Workshop IV

Planning for Implementation Evaluation

Leader's Guide

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HOW TO ORGANIZE THE WORKSHOP

Recruitment

The BETA workshops were designed for audiences with three levels of involvement with bilingual evaluation. At the most general level, all people involved in bilingual program, both bilingual and monolingual program teachers, students, parents, and community members will find some parts of the materials valuable. A second audience is educators directly involved in bilingual program planning and implementation who are familiar with many of the general principles of curriculum development and testing, but who have no special training in evaluation. The third group for whom the materials were designed is research and evaluation specialists who may not be well-acquainted with the special demands of bilingual program evaluation. Since the concerns of these three audiences are often very disparate, we suggest that you organize workshops to serve each group separately. Thus, workshops will serve one of the following categories of levels of expertise:

G: Workshops for all levels of expertise including parents and community.

S: Teachers, administrators and school site staff with instructional and administrative experience in bilingual programs, but no specialized evaluation training.

R: Evaluators and research staff familiar with design, measurement and implementation procedures used in program evaluation, but unfamiliar with the special demands of bilingual program evaluation.

Pre-Workshop Preparation Checklist

Use the checklist below to ensure that the proper materials are obtained for conducting the workshop:

The following items are the responsibility of the Workshop Leader:

_____Seating and workspace for workshop participants

_____A table for the Leader's materials and Overhead Projector

_____A blackboard for summarizing discussion activities

_____A room large enough to hold the required worktables and chairs for participants.

_____A workshop location that has lunch and snack facilities so that participants can eat together and take breaks with a minimum of time spent in travel.

The following items are supplied by the Workshop Distributor:

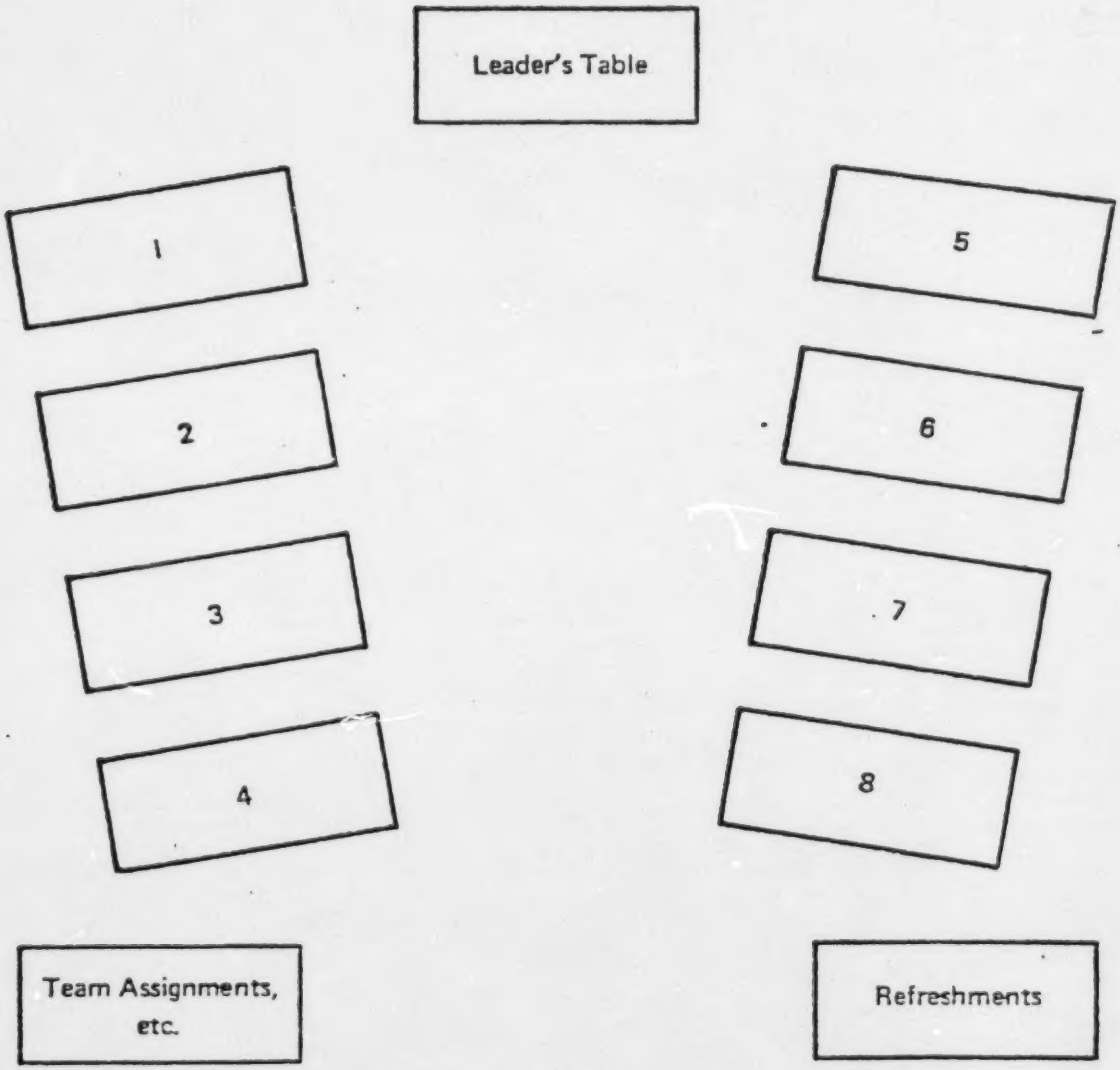
_____Leader's manual

_____One Workshop Text for each participant

_____One Participant's Handbook for each participant

Room Arrangement

A sample room arrangement for 24 participants (eight teams) appears below.



Notifying Participants

Remind each workshop participant of the workshop about one week prior to the session. Emphasize that the workshop, unlike many conferences and meetings, will require their active participation. Encourage them to bring with them to the sessions questions and materials from their own programs that are related to bilingual evaluation. Explain that the workshops are designed as working and troubleshooting sessions for their own concerns and the intent is to provide immediate help in planning bilingual evaluations.

Planning Lunch and Refreshments

To maintain the workshop schedule, it is advisable that the participants receive lunch and refreshments in the workshop room, or in an adjacent room. A pre-arranged lunch menu will avoid the confusion and inevitable delays associated with placing individual lunch orders. If the sessions are to run during normal working hours, fifteen minutes can be spared for coffee breaks. Better yet, have coffee and refreshments available to the participants throughout the session. The latter approach seems to work better, if the participants are told politely that they should not spend excessive time around the coffee pot during the session.

INSTRUCTIONS FOR USING THE LEADER'S MANUAL

This Manual describes the workshop, presents information necessary to provide instruction leading to workshop exercises and provides step by step instructions for conducting the workshop.

The Leader should become familiar with all workshop materials, Guide, Text, and Participant's Handbook, before attempting to conduct the workshop.

The major goal of the Bilingual Evaluation Technical Assistance materials is to provide practitioners with practice in planning bilingual evaluations and with an overview of the issues that must be addressed during such evaluations.

THE WORKSHOP LEADER SHOULD READ THE ENTIRE MANUAL BEFORE CONDUCTING THE WORKSHOP.

The Script, Extracts, and Directions to Leader

Each page of the Leader's Manual is divided into two parts. The left-hand portion of the page contains a blocked-off instructional "script." The following is an example of this script, which is read by the Workshop Leader:

Script

The purpose of this workshop is to introduce you to the basic concepts in bilingual evaluation.

GENERAL WORKSHOP SCHEDULE

This workshop has been designed to accomplish its objectives within four hours of instruction. Below you will find a general time schedule and the times allotted for each activity. Please detach this page for use during instruction.

Morning Workshop	Time	Activity
	8:00-8:20 AM	Coffee, introductions and general announcements
	8:20-8:40	What is Implementation Evaluation? Introduction
	8:40-9:10	Descriptive vs. Dynamic Program Features
	9:10-10:00	Answering Important Descriptive Questions
	10:00	Break
	10:30-12:30	Modeling the program
	12:30	Lunch
Afternoon Workshop		
	1:30-2:45 PM	Instrumentation
	2:45-4:00	Integrating Implementation and Outcome Evaluation
	4:00-4:45	Improving Implementation Evaluation in your Bilingual Program
	4:45-4:00	Participant's evaluation of this workshop

If the Leader is unsure of the content of a workshop or with certain segments of it, she/he should adhere to the script. When scripted material is familiar to the Leader, she/he may wish to refer only to the extracts for guidance. These extracts appear on the right hand side of the script.

Script	Extract
...a design is a strategy which dictates from whom evaluation information will be collected, with what measuring device, and when data collection will occur..	Design Defined

Directions to the Leader consist of materials which appear between blocks of script. These directions may refer to such things as points the Leader should discuss, administrative materials, or how to organize an activity.

Script	Extract
You will have five minutes to read the materials in this section. Do not go on to the next section until I ask you to.	Background Information

(Directions) When the participants have read the section, answer any general or procedural questions based on the materials. After any discussion, go on to say:

Introduction

I. Implementation Evaluation, what it is and why it's important

By mandate and by convention, most evaluations of bilingual programs focus on program outcomes. Evaluators spend a great deal of time and energy collecting information to answer questions such as: "Did the students become more proficient in English language skills?", "How were student attitudes toward school affected by the program?", "Did they make progress in math and social studies?", "Did teachers learn new instructional techniques?", "Did parent participation increase?" In specially funded or legislated programs evaluators also are required to respond to an additional concern: "Did the program comply with the sponsoring agency's guidelines?"

The amount of attention evaluators give to such questions may eclipse a very simple, but powerful, notion: Outcomes--student achievement and attitudes, staff competencies, parental attitude and so forth--presumably are the result of the program itself, the activities of participants, the materials they use, staff characteristics, community attitudes, and a whole host of features that constitute and affect the program. Moreover, the way in which program features are implemented, and the way they operate throughout the school year, can have considerable impact on planned and unplanned program outcomes.

OUTCOMES

Program outcomes do not tell the complete story behind the successes and failures indicated by the data. In fact,

outcome information by itself tells you very little about the effectiveness of the program. Although statistical tests and carefully designed evaluation plans can reduce the likelihood that observed program results are due to chance, these procedures cannot tell you what program activities affected these results, or if the activities carried out had anything in common with those originally planned. So, while outcome data may tell you that your third graders participating in the program showed greater gains in English reading skills than did comparable third graders not involved in the program, you have no evidence to suggest what part of your program contributed to this result, if any part did. It may be that simply the extra attention of being in a classroom staffed by a bilingual teacher and and two aides was the key to students' success and that the myriad teaching activities called for in the program are not particularly effective and, in fact, detract from teaching time in reading. On the other hand, if your outcome data seem to suggest that there was no difference in achievement between students in or not in the program, it may not be because the program "doesn't work". Closer examination of the program operations may reveal that necessary texts and materials did not arrive until the fifth month of the program. Or, it may be that teachers did not receive adequate preparation or assistance in carrying out the program.

Decisions based solely on outcome data tend to be uninformed decisions. In the first example above, where data suggest an effective program at work, simply continuing the program "as is" would also continue those less effective components and their less desirable side effects. Yet, without some information on program operations it would be difficult to know what to alter or how. In the second example, discarding the program might be a premature move. All programs have trouble "settling in" and difficulties of the sort described are to be expected. Because your outcome data indicate success or failure in meeting program goals, additional implementation data can provide you with an understanding of what program aspects are likely contributors to those findings and what, if any, changes might increase program effectiveness.

IMPLEMENTATION EVALUATION

Thus, a critical activity of an evaluation is to carefully describe and document the program itself. This evaluation activity focuses on the way a program is implemented and carried out and, hence, is called "implementation evaluation".

II. Workshop purpose

The purpose of this workshop is to help participants become aware of what some of the important components of implementation evaluation are as well as how the information provided by such an evaluation can be used to sup integrated with the findings of an outcome evaluation. The workshop activities will provide practice in the following:

WORKSHOP GOALS

- distinguishing between implementation and outcome evaluation.
- identifying the descriptive and dynamic features of a program
- identifying variables in the operation of a program which may influence program outcomes
- documenting program processes

In order to perform these activities, we have provided simulated program descriptions, proposals and evaluations which you can use in performing these activities. However, if you wish, you may use materials from your own bilingual program. Keep in mind that the simulated materials are hypothetical examples of what a program description, proposal or evaluation may contain. They are not models of "good" descriptions, evaluations or proposals. In fact, they have been purposely designed with flaws in order to give you the opportunity to see what kind of information you will need to work with. Also, if you have not brought your own program materi-

SIMULATION MATERIALS

als today, you can use this for now and continue with your own materials tomorrow if you wish.

(Leader)

1. Have participants leaf through the program description and evaluation.

2. Ask how may of the participants have worked with these types of documents before. If few have, then begin with activity #1. If most participants are familiar with them, then begin with next section, descriptive vs. dynamic program features.

III Familiarizing participants with the basic components of a program description: Descriptive vs. dynamic information

Activity #1 (Leader)

1. Have participants read the simulated program description paying particular attention to the various categories of information it contains.

2. Ask participants what kinds of information they find in this document. Have them list their responses on worksheet #1.

3. List their responses on the blackboard or overhead as as you get their feedback.

4. The following are some examples:

   a. description of population to be served
   b. program rationale
   c. staff credentials and responsibilities
   d. staff training
   e. parent and community involvement
   f. student assessment
   g. evaluation criteria
   h. program objectives, goals
   i. program management

5. After the responses have been listed, ask participants whether these kinds of information describe processes or static features about the program.

   NOTE: You may get into a discussion about the potential roles of different types of information. For example,

   If you describe the number of parents involved in the Parent Advisory Committee, or include demographic data bout them, then this could be "descriptive" information.

   However, if you describe the impact the PAC has had in, curriculum development, for example, then this would be considered "process" or information, or information about program "dynamics".

6. Allow 30 minutes for this activity.

DESCRIPTIVE VS. DYNAMIC QUESTIONS

Implementation questions appropriate for bilingual education programs can be roughly classified into those which call for descriptive information and those which seek information about program dynamics. We have just seen how both types of questions may apply to a particular program feature. In the forthcoming activities we will examine these two categories of inquiry more closely.

The most basic questions one can ask about descriptive features of a program are:

1. Does the bilingual program really exist?
2. If so, what does it look like?
3. Was the program implemented as planned?

For our next activities, we will attempt to answer each of these questions.

IV. Answering important questions to describe program features: Does the bilingual program really exist?

Activity #2 (Leader)

1. Instruct participants to read the program description and,
2. Mark off or underline those parts of the description which indicate to them whether a bilingual program does or does not exist.
3. If they feel that the information is insufficient, or vague, then they should list the types of questions they would ask in order to determine whether the bilingual program does exist, on their worksheet.
4. Allow 15-20 minutes for the activity describe above. Then,
5. Put worksheet #2 on the overhead, or use the blackboard, and ask participants what features they found. Write this information in the chart. Also list the questions they would ask.
6. Have participants indicate whether each feature describes a static or process feature of the program. After discussing each feature, check the appropriate box. See example.
7. Hand out figure 3-1. This is a list, by no means exhaustive, of the basic information which can be helpful in describing the bilingual program.

SAMPLE WORKSHEET #2

Program Features	Descriptive Information	Program Dynamics
Program objectives		
Staff expertise in bilingual education		
Teaching methodology		
Instructional curriculum		
Instructional materials		
Program administration		
Involvement of bilingual students' parents		
Commitment of school and/or district administration to bilingual program		
Selection of students for the bilingual program		
Relationship between bilingual and monolingual programs		

We will now examine the second descriptive question, What does the bilingual program look like?" You have already begun to answer this question during the first activity. Figure 1 as well as worksheet #2 list some of the basic items you should document. Keep in mind that it may not be necessary to report on all of these factors. This is determined by the focus of your evaluation, the program features you wish to emphasize or examine more closely, and those features which are important in explaining program outcomes.

BILINGUAL PROGRAM DESCRIPTION

Activity #3 (Leader)

1. Pass out checklist #1.
2. Have participants fill it out using the program description.
3. If there is information missing or incomplete, participants should make a note of this for a future exercise. Allow 15-20 minutes for this part of the activity.
4. Discussion: Ask participants to respond to the following questions about the program description:

   a. Did they find the appropriate information for the following items:

      - description of the population served
      - rationale and program goals
      - goals and objectives
      - components of the instructional program: staff, instructional and inservice activities

   b. What kinds of information was missing or insufficient? (List responses on blackboard or overhead.)

   c. Where would they look for such information?

NOTE: If participants have questions about the meaning and/or features of some of the program components, refer them to pages , where they are discussed in detail.

Was the Program Implemented as Planned?

REVIEWING THE PROGRAM PROPOSAL

Now that you have a sense of what the program looks like, the next step is to determine whether the program operations conform to what was initially planned in the program proposal. Other documents such as previous evaluation reports, literature (brochures, pamphlets, articles) acquainting the public with the program, prescribed curricula or learning continuums and teacher's guides, may also be of help.

Bear in mind that such documents are likely to reflect official intentions which might not correspond to actual expectations and activities of program participants. For example the rhetoric of a proposal may have won the approval of funding agencies, but the proposal may at the same time lack concrete details about how the program operates on a day-to-day basis. Similarly, the objectives and procedures of a program that has been in existence for several cycles of operation may have changed considerably since the original plans were prepared. It also is possible, for example, that district-wide teaching objectives and activities may actually constitute only a part of the total bilingual curriculum. From official documents, then, you can glean useful insights regarding planners' initial intentions for the program.

To see how widely a program's actual operations may differ from what was originally proposed, let's examine parts of the sample proposal.

Activity #4 (Leader)

1. Assign each work unit one of the following program features and have them compare the program description's version of what is occurring to what is described in the proposal.

   a. Instructional goals and objectives.
   b. Parent/community involvement.
   c. Teaching staff qualifications.

2. Allow 15-20 minutes for participants to read and discuss their findings. They may wnat to use worksheet #3.

3. At the end of this period, ask participants:

   a. What some of the differences were
   b. Whether they have had similar experiences
   c. Why some of these differences may occur.

   Allow about 15 minutes for discussion.

PROGRAM DYNAMICS

Clearly, some of the divergence between what is proposed and what actually happens in a program is due to unexpected events or outcomes. Program staff and administrators must modify various aspects of the program in order to meet these changes. In order to discover which kinds of factors, both internal and external to the program, affect planned outcomes or promote unexpected ones, you must ask questions about program dynamics. Figure 3-2 lists some of the factors involved in program dynamics.

Leader: Put Figure 3-2 on overhead. Ask participants to turn to page in their workbooks.

The dynamics most likely to affect program operation and outcomes need to be identified, documented and reported. How do you know what to look for? What dynamics are important? What program features should you investigate? What non-program phenomena should you consider?

Figure 3-2

Factors Involved in Program Dynamics

Factor	Dynamic
Community	Support/non-support of bilingual program. Involvement of parents and other community members in program. Attitudes toward the program. Home, family, general cultural values.
Teaching staff	Relationship between bilingual program and regular program teaching staff. Attitudes toward bilingual program. Willingness of teachers to obtain training/credentials necessary for instructing bilingual students
Politics	New or modified legislation regarding bilingual education. Effects of political campaigns, influences on school or district policies toward bilingual programs. Effects of bussing or other integration methods (i.e., magnet schools) on the bilingual program. School board attitudes, commitment to bilingual program and other administrators'
Administration	Coordination of bilingual program managment with other programs in the district or schools. If the bilingual program is district wide, coordination of programs between schools Expertise of program managers in the areas of administration and bilingual education.
Students	Student attitudes toward school, the bilingual program and cultures, whether their own or others. Effects of home and community environment on their academic performance and behavior at school.
Demographic factors	Population density, socioeconomic status and culture(s). Population stability: influx of new immigrants, social mobility (or lack of it), presence or migrant workers. Availability of employment for the population served.

MODELING THE PROGRAM

One way to begin to focus your efforts is to develop a "picture", or model, of the program. The aim should be to identify key features--within the program and outside of it--that are likely to affect:

- Program outcomes
- Normal operations

IDENTIFYING LINKS BETWEEN MAJOR PROGRAM COMPONENTS

Based upon your sense of the program, derived largely from the program description you have assembled, you should be able to construct a model of the program under evaluation. The model should show the links among major components in a way that indicates the impact of each program component upon the other(s). The model also should include "outside", non-program phenomena likely to affect internal operations and possibly affect program results. Figures 3-3 and 3-4 are examples of the program components and external dynamics that might be included in such a model.

SPECIFY INTERVENING FACTORS

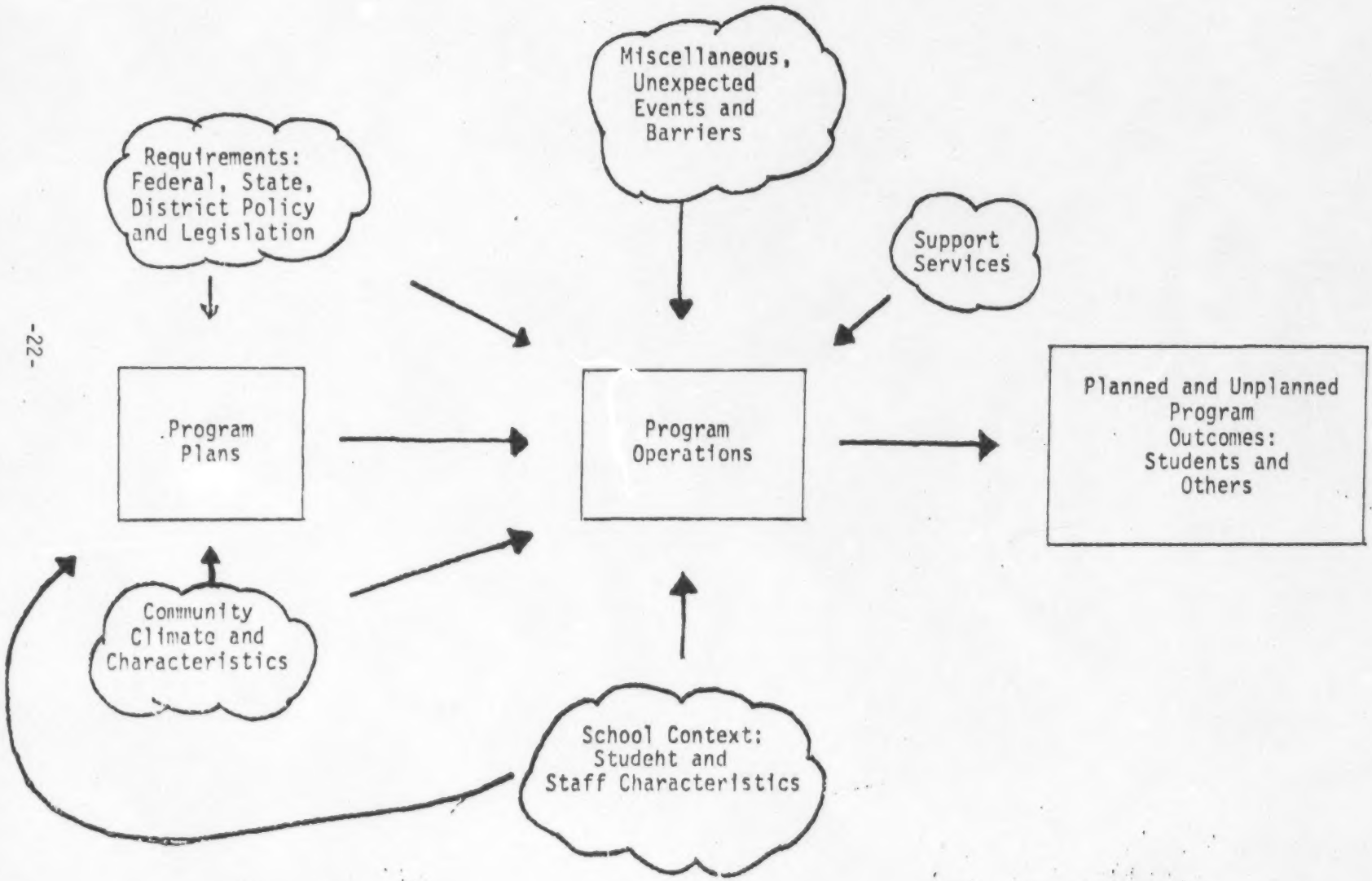
This model is meant only as a generalized example of components and factors your model might include. In place of such broad category labels as "federal, state, requirement", your model might have the actual description of mandates. In place of "planned program", you might list goals, objectives and some sense of the rationale for the program. In place of "support services", you might specify curricula planning days

or inservice workshops for program staff.

Bear in mind that the model is not intended to show actual "cause and effect" relationships among program components. What you are trying to do is to identify tentative links among the features specific to your program. These links, in turn, will direct your attention to areas of the program for which documentation data will be needed.

FIGURE 3-3

Modeling Your Program


Miscellaneous, Unexpected Events and Barriers
Requirements: Federal, State, District Policy and Legislation
Support Services
Program Plans
Program Operations
Planned and Unplanned Program Outcomes: Students and Others
Community Climate and Characteristics
School Context: Student and Staff Characteristics

You should share the finished model with local program personnel, who may have quite different perspectives on the relationships among program components. Their insight into the program represents an important source of ideas for identifying high priority targets for implementation evaluation. In addition, the model is a good forum for generating evaluation questions.

Figure 3-5 presents some sample questions that you might pose to program personnel. Notice how the questions are aimed at pinpointing the most crucial aspects of the program. These crucial aspects, in turn, will become "targets" for your implementation evaluation.

V Program Dynamics, modeling the program

Activity #5 (Leader)

1. Have participants create a model for some of the program features of the simulated program. They should select no more than three features to model.
2. They may use a figure like the one provided in Figure 3-4 or they can develop their own.
3. Allow 30 minutes for this task, then:
4. As for volunteers to present their model. Allow 15-20 minutes total time for all of the presentations.
5. Figure 3-4 is an example of a program model focusing on attitudes toward the program. This may be used either to get work units started on their task or as feedback at the end of the discussion session.

As you can see, descriptive and dynamic questions about program implementation call for different types of information or data. Figure 3-6 presents data sources for obtaining information or data. Some of the data, particularly those relating to descriptive features, are readily available in school records at the school site or district office. However, information about the more dynamic elements of the program may have to be obtained through questionnaires, interviews, observations, and case studies.

FIGURE 3-5

Sample Questions to Identify Key Program Features for Implementation Evaluation

- What makes the program distinctive from other programs with similar goals? What are its unique characteristics?
- How are the unique features likely to help the program achieve its goals?
- What are the program's strong points?
- Which parts of the program are most troublesome, likely to "go wrong", most controversial?
- What features of the program would you honestly be willing to modify? to drop?
- What kind of evidence would convince you (be credible) that a program component was (or was not) working well? What would the information look like?
- Do you anticipate any non-school events to affect the program? How? Why?
- What is your greatest concern about the program?
- What aspect of the program makes you most proud to be associated with this bilingual education program?

FIGURE 3-6

Kinds of Data Useful in Examining Program Dynamics

	POSSIBLE MEANS OF DATA COLLECTION					
		Self-Report		Performance		
	Record-keeping	Oral	Question-naire	or achieve-ment test	Inter-view	Obser-vation
1. Student-Related Data						
Observations of student interactions with each other (rated for frequency, content, complexity, etc.)						✓
Daily schedule of activities: those conducted for the whole class by the teacher; those conducted in small groups by the teacher, aides or volunteers, independent activities	✓		✓			✓
Use of native language and English in the classroom. Percentages of time when each language is used; content areas. Method of communicaton used routinely.	✓		✓		✓	✓
Comparison of stated objectives and means of achieving these with objectives worked toward, and means used	✓		✓		✓	
Role of personnel in the classroom (teachers, aides, volunteers) by content area or subject matter					✓	✓
Changes over the semester or school year in procedures used	✓	✓	✓		✓	✓
Reading and Language Arts curriculum: materials used day by day, means of communicating concepts, methods used to provide practice (e.g., reading groups, audio-fisual equipment, one-to-one reading, etc.)	✓	✓	✓		✓	✓
Documentation of cross-age or other tutoring. Students and others involved, nature of the tutoring, frequency, response of student and tutors to content and procedures.	✓		✓		✓	✓
Documentation of counseling activities. Formal and informal, by peers, teachers and others.	✓	✓	✓		✓	✓
Extra-curricular activities. What goes on with whom. Sports programs, clubs, parties, and other social activities	✓	✓	✓		✓	✓
2. Program-Related Data and Contextual Data						
Means used to arrive at program goals and objectives	✓		✓		✓	
Means used to arrive at performance standards	✓		✓		✓	
Processes used to confer with resource personnel (e.g., weekly meetings whereby principal discussed cumulative files with reading specialist)	✓	✓	✓		✓	
Activities of community participants. Advisory panel meeting minutes or record of how volunteers spent their time in the classroom.	✓	✓	✓		✓	✓
Duties and actual activities of school administrators in working with bilingual program	✓	✓	✓		✓	✓
Rates of participation in the program by various groups in the community	✓	✓	✓		✓	
Support for the program from state and local sources: political and attitudinal support (may be difficult to document), funds and manpower	✓		✓		✓	
Community attitude toward language groups served, bilingual program and education		✓	✓		✓	
Community resources used (e.g., number of visits to employers in the community; use of the park, field trips to local sites, visits to the school by representatives of the community, etc.)	✓		✓			

How do you know what type of instrument to use for obtaining data about program dynamics? The following are some of the major considerations in making this decision: (Go through each of the points described below. Allow some short (5-10 minutes) discussion time for each one.

Quality

Validity: The appropriatness of the instrument or method for obtaining the kind of information you are seeking.

Reliability: The consistency of the results you will obtain when using a particular method or instrument.

Translation: The quality of the instrument when it has been translated from English to another language. Will they both measure the same things? Is the language to which the instrument has been translated proper for the target population? If interviews are to be conducted, in a language other than English, will the interviewers and/or observers be sufficiently skilled in the language and sensitive to the culture of the people being interviewed and/or observed?

Costs in terms of time and money

Personnel: Availability of staff with the proper skills.
Training costs for staff or other persons who will do interview, observations or administer questionnaires.
Cost of hiring consultants or instrument developers.

Materials: Cost of paper, printing or xeroxing and other materials.

Piloting: Costs for piloting and revising the pilot instruments.

Suitability

When considering whether a method of program documentation is suitable for your evaluation, you should weigh the

advantages and disadvantages accruing to any one system of documentation. There are four major data collection activities commonly used for program documentation: examination of records, observation, use of self-report measures, and use of interviews. Figure 3-7, reproduced from Morris and Fitz-Gibbon (1978), summarizes the characteristics, advantages and disadvantages of these four methods. (This figure is in the participant's handbook only.)

Activity #6 (Leader)

1. Ask participants to collect their notes and worksheets on missing or insufficient information in the program description, as well as in their plan for modeling the program.

2. Using these notes and worksheets, each work unit should select information sources, methods and/or instruments gathering data for:

   a. three descriptive aspects
   b. three features about program dynamics.

3. The work unit must write a brief, two or three sentence, rationale for each selection on worksheet #4.

4. Allow about 20 minutes for the above task.

5. Ask for volunteers to make short (5 minutes) presentation on their selection.

IMPLEMENTATION EVALUATION AND OUTCOMES

As we mentioned previously, the purposes of implementation evaluation is to explain both expected and unexpected outcomes. For example, let's assume that the student assessment section of the simulated program's evaluation indicates that most of the bilingual program's students placed on the 25th quartile or below on the TUF reading and math achievement test in English. If a funding agency or an administrator were to base his/her opinion on this alone, they might conclude that the program is not very effective or that it is weak in some areas. A good implementation evaluation would indicate whether these figures truly reflect student progress, and, where program improvements could be made by presenting the total program and all of the factors influencing student outcomes.

VII Integrating Implementation Evaluation features and program outcomes

Activity #7 (Leader)

1. Ask participants what factors they think might influence student outcomes. List them on the blackboard as you receive their responses. Allow 5-10 minutes for this activity.
2. Using the simulated program description and evaluation, participants must:
   a. determine whether the program description and evaluation contain information about those factors.
   b. determine whether the evaluation effectively and accurately presents information about those variables which are important to consider in the interpretation of student outcomes.

   Allow 15-20 minutes for this task.
3. Hold a short, 10-15 minute, discussion session.

VIII What about your bilingual program?

Activity #8 (Leader)

1. Ask participants to individually think of a few (3-4) recommendations for strengthening the implementation evaluation of their programs. They should also think of the problems involved in carrying out these recommendations.

2. Ask for volunteers to share their thoughts.

AFTER X MINUTES OF DISCUSSION SAY:

Before we close, I will pass out participant evaluation form of this workshop. Please help us to improve the workshop by taking a few minutes to give us your evaluation of the workshop.	PARTICIPANT EVALUATION

Note to the leader

You have the option of:

1) "Lecturing" about the important points based upon script which has been provided, or,

2) Having participants read the pages in the text as indicated at the top of the script. Discuss the salient points of the reading material before going on to the next exercise.